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ABSTRACT

Features contributing to the success of six city-wide, comprehensive school-age program models are highlighted. Models are Seattle, Washington's Community Partnerships for School-Age Child Care; Madison, Wisconsin's School-Age Child Care Project; Irvine, California's Irvine Child Care Project; Houston, Texas' After-School Partnership; Los Angeles, California's LA's BEST: Better Educated Students for Tomorrow; and Baltimore, Maryland's School-Age Child Care in the City of Baltimore. Section I presents reasons for city-level involvement in school-age child care. Replicable features of the models are discussed in Section II, including: (1) adoption of a "broker" management and coordination model; (2) hiring of at least one individual to match expertise and resources with needs; (3) government funding matched with private sector donations; (4) multiple agency involvement; (5) public shool involvement; (6) quality enhancement; and (7) funding for low-income families. Section III presents detailed descriptions of each model by describing its goals, administrative structure, program design, and financing. (RH)

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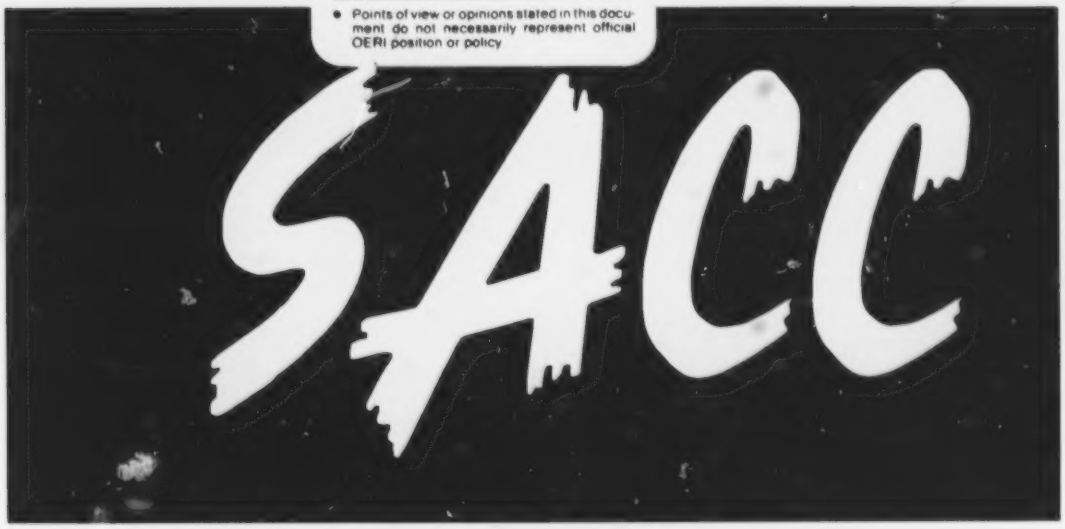

City Initiatives in School-Age Child Care

Ellen Gannett

Action Research Paper #1

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Since 1979 the School-Age Child Care Project of the Wellesley College Center for Research on Women has conducted research, designed workshops and conferences, developed publications and videotapes and provided technical assistance and consultation, all with the dual aim of expanding the supply and improving the quality of child care for school-age children across the United States. Our audience includes parents, employers, school personnel, policymakers, researchers, staffs of child care, youth-serving, and "latchkey" programs, and voluntary and women's organizations.

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City Initiatives in School-Age Child Care

Ellen Gannett

ACTION RESEARCH PAPER #1
February 1990

School-Age Child Care Project
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A sincere thank you to all the individuals who took the time to speak with me on the telephone and explain their wonderful initiatives and programs. I hope this paper makes them proud.

Ellen Gannett, October 1989

About the author

Ellen Gannett is the Education and Training Coordinator for the School-Age Child Care Project of the Wellesley College Center for Research on Women.

SECTION I: THE REASONS FOR CITY-LEVEL INVOLVEMENT IN SCHOOL-AGE CHILD CARE

A number of U.S. cities have mounted citywide funding and coordination projects focused on school-age child care. The tasks of such projects have included documenting the need, convening citizen advisory groups, designing community solutions, and coordinating services and information among the various public and private institutions involved. These cities, often under the auspices and leadership of the mayor's office or departments of human services, have recognized that school-age care is well-suited to major involvement by municipal government. The reasons for this are:

1. The city is the appropriate level of government to develop a comprehensive program for school-age child care because of the role it can play in facilitating a working relationship between the public schools and community-based providers, family day care providers, and parents.

2. City government can act as "broker" to coordinate the efforts of different agencies involved.

3. Effective city policies and programs in child care are critical to economic growth of the city and economic independence for its residents.

4. Some cities have recognized that the provision of high quality school-age child care may prevent vandalism, juvenile crime and other anti-social and destructive behaviors.

This paper will highlight those features which have contributed to the success of six citywide, comprehensive school-age program models and which may be replicated by other cities:

- o adoption of a "broker" management and coordination model;
- o the hiring of at least one individual to match expertise and resources with needs;
- o government funding matched with private sector donations;
- o multiple agency involvement;
- o public school involvement;
- o quality enhancement;
- o funding for low-income families.

The paper's final section will present detailed descriptions of each model by examining its goals, administrative structure, program design, and financing.

SECTION II: REPLICABLE FEATURES

City As Broker

In several cities, local government agencies are acting as "broker" for school-age child-care services and funding. Often under the auspices of a mayor's office, one individual is hired to identify resources and expertise, as in the cases of Madison, Wisconsin and Baltimore, Maryland.

In some situations, the city's role is to get a project started, offer it credibility, and then pass it on to a community-based agency to administer the project. Such is the case in Seattle, Wash., where the city maintains a number of direct administrative functions in the area of school-age child care, but has passed the administration of a membership advocacy organization to the YWCA. Similarly, Houston's Office of the Mayor officially charged a nonprofit, private agency called the Houston Committee for Private Sector Initiatives with administering its school-age child care project.

Private Sector Donations and Matching Funds

Private contributions from corporations, foundations, and charitable organizations, such as the United Way, have been an important component of the funding picture in many of the city initiatives we describe in this paper. In most cases, the donations are targeted to the start-up and development of new programs, as in Irvine, Calif., rather than for the support of operating costs or subsidies. However, in Los Angeles, the Kaiser Foundation donated $500,000 for the operation of the "LA's Best" program; in Seattle, a consortium of private businesses, foundations and individuals donated $38,000 to match city and state start-up and operating efforts; and in Houston, a $100,000 grant from the Meadows Foundation has raised the level of subsidy for low-income parents to $285,000.

Cities, for the most part, have not yet figured out ways to meet the financial needs of all the low-income families who require tuition assistance. In Madison, Wis., for example, because the child-care initiative is funded through property tax dollars, which fluctuate from year to year, financial pressure on the program is getting tighter. This financial reality may create hard times ahead for city involvement in child care. The development of school-age child care requires the full partnership of corporate America and the private sector, through direct financial contributions, active involvement in coalitions and other collaborative efforts.

Multiple Agency Involvement

For a number of reasons, virtually all of the cities investigated in this paper feature multiple agency involvement. Because of the scarcity of resources within this field, urban districts have recognized the need for developing partnerships with a variety of agencies as a way of sharing costs. Additionally, having several city departments (planning, libraries, parks) involved offers potential for broader-based support and fresh new ways of looking at old problems. Multiple agency involvement can also require local governmental administrators to talk to each other and reach out to community-based agencies which have developed expertise in addressing the out-of-school recreational and social needs of children. The wide range of ages and developmental needs within the school-age population demands varying levels of expertise, thus a collaborative approach of planning and delivering services makes perfect sense.

Seattle represents a typical collaborative model: the Department of Human Resources Division of Family and Youth Services serves as the coordinating agency; the Seattle Public Schools provides the dedicated space; community-based child-care agencies provide the direct service; the YWCA

acts as the host agency for the city-wide consortium; and the Parks Department and the library run their own school-age child-care programs.

The future implications of welfare reform and workfare have prompted some city coordinators to take an active role in working with the schools, park and recreation, housing authority and local business to help alleviate the critical shortage of quality services for school-age children. In Los Angeles, the state's workfare program, GAIN, which began in 1988, is only now starting to take effect. It has become increasingly clear that there is a serious shortage of care for the children whose mothers are participating in the workfare program. Consequently, the city's child-care coordinator is providing technical assistance and training to a variety of agencies in an attempt to expand existing services. A similar effort is underway in Baltimore, where The Options Program, a workfare program administered through the Office of Economic Development, provides child care for the children of the program recipients, while their parents receive training. Here too, a school-age child-care coordinator from the Mayor's Office for Children and Youth consults to the program.

Public School Involvement

Public schools play a significant role in city school-age child-care initiatives. In the six cities, city schools have joined as partners in the development of quality child-care programs by making space available in elementary schools. In all the cities, except Los Angeles, schools are providing dedicated space to private, nonprofit agencies and organizations rather than running the programs themselves. As partners, the schools participate in community meetings and task forces. In the case of Seattle and Irvine, public school officials and administrators sit on review panels which help to guide the selection process of potential providers.

As a source of support for operating costs, school district dollars are limited to in-kind or inexpensive contributions of space, custodial services, utilities, and accounting support. Only in Houston did we identify direct financial support for the cost of one certified teacher in each school-based site where a school-age child-care program takes place.

Quality Enhancement

Methods to enhance, monitor and assess the quality of school-age child care have been built into all of the six models investigated. However, approaches to ensuring program quality differ greatly from city to city. They range from periodic in-service training workshops for practitioners carried out in all six cities, to on-site training and consultation through a mentorship program in Seattle. A model demonstration/laboratory site, at which new teachers receive orientation, is run in Houston. Madison operates a city certification program, while Baltimore has a rent abatement program which requires an assurance that the provider will agree to seek national accreditation. Irvine uses a standardized quality checklist, administered by trained volunteers, that determines whether an organization's lease will be renewed or not. These models illustrate the power of a built-in evaluation process, which forces the providers to meet certain criteria improve or loose the opportunity to participate in the project.

Funding for Low-Income Families

A feature identified in most of the cities was the use of municipal funding to subsidize low- and moderate-income families. This financial commitment from local government is a departure from the common practice in which budgets for programs are based on a pay-as-you-go basis, leaving many low-income families unable to pay for quality care.

In Madison, for example, 42 school-age child-care slots are paid

for by the city government's Tuition Assistance Program. In Seattle, the General Funds provide subsidies for low-income city residents under a program called the Comprehensive Child Care Program. In Los Angeles, the city's community redevelopment fund, is totally paying for 2,000 children to attend school-age child-care programs in the public schools. In Baltimore, a comprehensive program for low-income participants, based in a housing project, serves up to 150 children. The project is jointly funded through the Department of Public Housing, Office of Economic Development, Health Department, Parks and Recreation and Urban Services.

Reliance on parent fees has slowed down the development of school-age child-care programs in urban areas. Virtually all the child-care coordinators we spoke to acknowledged that they are unable to meet the financial needs of all the low-income families who require tuition assistance. However, as we see from the above examples, city governments have begun to make a financial contribution toward serving low-income families who would otherwise rely on latchkey arrangements.

SECTION III: PROFILES

The following profiles depict models of citywide funding and coordination projects for school-age child care. We believe they have potential for replication in both large and small cities across the country. Cities differ greatly in terms of size, demographic composition, economic base, and history, all of which play an important role in shaping response to the school-age child-care issue. Clearly, the solutions of any of the profiled cities cannot be taken in their entirety, but parts of the solutions should be applied to the particular needs of individual cities.

I. Seattle, Washington: "Community Partnerships for School-Age Child Care"

History

Through its subsidy program, The Comprehensive Child Care Program, the City of Seattle has funded care for school-age children since 1972. In recent years it became increasingly clear that there was a shortage of good caregiving options for school-agers in the Seattle area. In 1986, the Comprehensive Child Care Program staff began to look at ways to increase the supply of school-age child care and revamp existing programs. Solutions included putting child-care centers in schools and conducting a community education project.

In 1987, Seattle's Division of Family and Youth Services (DFYS) received a Dependent Care Block Grant of $8,860 from the state of Washington and raised $38,000 in matching dollars and in-kind donations from private businesses, foundations and individuals. With those start-up and operating funds the city supported a one-day symposium and an employer breakfast to raise awareness about the problem of latchkey children, developed a directory of services for parents of school-age children, and a membership advocacy organization called School's Out Consortium. The grant also supported a coordinator to oversee the School's Out project. In the fall of 1988, when the state grant was completed, School's Out Consortium was transferred to the YWCA of Seattle-King County as the host agency. Billie Young, Seattle's child-care coordinator, describes the city's role in this transition as an "incubator," where the city gets a project started, offers it credibility, and passes it on to a community-based agency. Although the city no longer administers the consortium, they remain as members of the consortium and its advisory board.

Goals/Structure

The goals of the Seattle initiative are to provide information and education on school-age child care, and enhance its quality, availability, and affordability throughout the city.

The DFYS serves as the coordinating agency for the city's efforts in supporting SACC. The Seattle Public Schools has joined the city as a partner to develop quality child-care programs in its elementary schools. Community-based child-care agencies and organizations provide the direct service component of the Day Care in the Schools Project. The YWCA serves as the host agency for the School's Out Consortium. Parks Department and the Seattle Public Library also provide school-age child-care programming.

Program Design

The city supports the School's Out Consortium both financially and philosophically. As partners in promoting quality school-age child care, DFYS has given the organization, under the auspices of the YWCA, a $5,000 grant for its Training Mentorship Program. The objective of the program is to provide on-site training and consultation to 15 school-age child-care centers and 10 family day care homes, and to recruit new providers. The consortium also sponsors business luncheons and seminars, conferences, workshop series, parent information nights, and a Resource Guide. City staff are actively involved in the consortium, with representatives from DFYS, Parks Department, and the library.

The Day Care in the Schools Project is based upon a partnership between the city, school districts, and child-care providers at each elementary school. The child-care programs are offered "dedicated space" which cannot be used by the district for other purposes.

Selection of program providers is through a RFP (Request for Proposals) process issued by DFYS.

Community meetings are held in each of the neighborhoods, and a review panel, under the leadership of the city's child-care coordinator, visits, interviews, and selects the potential providers for each school.

Of the 14 centers scheduled to be constructed as a part of a capital construction program for elementary schools, four have opened this past fall. Two other centers were added to the Concord and Sacajawea Elementary Schools in 1987 when the city purchased specially designed portable units.

DFYS provides consultants to help the new school-based programs get started and to monitor their quality throughout the year. Each site receives 12 hours of on-site training and consultation during the start-up phase to assist with the licensing process, and four-six hours of on-site training per month thereafter.

DFYS contracts with the Child and Family Resource Center, a resource and referral agency, for a workshop series on school-age child care.

DFYS administers a tuition-subsidy program. Community-based school-age child-care programs with five or more staff which contract with the subsidy program, receive three hours of on-site training per week; programs with fewer than five staff receive two hours of every other week. Additionally, a nurse/consultant is available to assist staff with assessments of children's behavior and other medical or emotional factors.

The libraries operate an after-school "homework center" and two school-age child-care programs.

The Parks Department runs school-age child-care programs, called Kids' Place, at community centers throughout the city.

Financing

The Day Care in the Schools Project was financed through a $17 million school levy passed in 1986 for repair and work on school buildings. The levy targeted $5 million to the construction of dedicated in-school child-care space in 14 newly built elementary schools. The city's General Fund provides subsidies for low-income children at each of these school-based sites and supports the School's Out Mentorship program. The city's Community Development Block Grant Program finances the nurse/consultant, the training contract with the Child and Family Resource Center and the on-site training for school-based providers. The City Council allocated $240,000 from the General Fund in 1987 to purchase the two portable units.

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II. Madison, Wisconsin: "School-Age Child Care Project"

History

The Day Care Unit of the Mayor's Office of Community Services (OCS) was started in 1975 with the goal of improving the quality of child care through three major programs: tuition assistance, certification, and training. The Day Care Unit has a permanent Day Care Advisory Board composed of nine members who serve three-year terms. The members are appointed by the mayor and the city council, and represent child-care consumers, child-care workers and specialists, city council members, and citizens at-large. The Advisory Board is charged with reviewing policy and making recommendations to the city council on child-care issues.

In 1983, as a result of requests from parents and providers who were struggling with the school-age child-care issue, the supervisor of the Day Care Unit encouraged the Advisory Board to set up a 20-member task force to study the problems. The task force presented a report to the Common Council and the Board of Education, which subsequently created a committee comprised of city and school department staff to make recommendations for action. Based on the recommendations, a permanent School-Age Child Care Committee and a position for a School-Age Child-Care Specialist were established in 1984.

Goals/Structure

The goals of the Madison School-Age Child Care Project are:

o to expand school-age child-care services in school building that are presently without services or have waiting lists;

o to expand services for kindergarten and older elementary school children;

o to secure increased tuition assistance for families that have difficulty affording care

o to cooperate with the public schools to share information and resources.

The OCS serves as the administrative agency. A Joint City School-Age Child Care Committee, initially established in 1983, is composed of representatives of the Madison School District staff, city staff, community representatives, Board of Education and Madison Common Council members, and providers of school-age child care. The committee's goals are to monitor and promote the need for SACC and to make recommendations to the Board of Education, Common Council, and the Mayor.

Additionally, they assist the OCS in determining the numbers of children without care or supervision after school, and propose alternatives regarding space and transportation policies. A school-age child-care specialist coordinates the city's efforts.

Program Design

The OCS and the Madison Metropolitan School District has twice surveyed parents on the out-of-school arrangements they use for their children: first in 1983, when a questionnaire was distributed through Madison's 27 elementary schools, and again in May, 1987. The recent survey has revealed a dramatic increase of 83% in the number of children enrolled in after-school child-care programs since 1983. However, the survey also revealed that since 1983, an increasing number of young children (38%) are at home alone after school.

Since 1983, 10 new programs have opened in school buildings, thanks in part to the very low fees the Board of Education has agreed to charge for the use of space, and the support of school principals in finding space within crowded school buildings. The number of schools with school-age child-care programs has increased from 11 to 21. All SACC programs located in school buildings must be operated by nonprofit agencies and be

certified by the City of Madison and licensed by the state of Wisconsin. The Day Care Unit administers the certification process for all nonprofit, center-based and family day care homes throughout the city.

In-service training opportunities for school and community based school-age child-care providers are coordinated through the Day Care Unit. The city purchases services from the local 4-C Agency to provide two workshops per year.

The Day Care Unit administers a grants program to the certified child-care programs in the city. Each program can apply for small grants to purchase equipment or additional trainings. In 1989, 64 certified preschool and school-age child-care programs were eligible to participate in this $29,000 program.

KID'S DAY OUT, a program of all-day special events during fall and winter when schools are closed for in-service training, serves approximately 1,000 children. The city pays for and coordinates the fall event, in cooperation with 23 agencies located throughout downtown Madison. The program is geared to older school-age children, grades four-seven. Special guides are hired to help the children navigate their way around the city's museums, libraries, civic center, and performances. The winter event is coordinated by the School Community Recreation Department, and is held at East High School, where children participate in swimming and other recreational activities. Whereas the fall event is supported in full by the city and participating agencies, the winter event is dependent upon a fee per child.

FLIP (Friendly Listener Intergenerational Program), developed by RSVP, provides telephone reassurance for children grade three and up, from senior volunteers. The city has a purchase of service contract with RSVP for approximately $18,500 to operate the program each year.

Financing

The city's property tax is the basis of the funding for the OCS. Thus, the source of funding for the position of School-Age Child-Care Specialist is tied to the city's revenue raising ability.

The tuition assistance program for city residents, which amounts to approximately $374,000, is restricted to low income residents who are working or in training. Residents meeting the income eligibility guidelines are served on a first-come, first-served basis, and payments for individual children are made by the OCS directly to the child-care program. The number of school-age children funded through the tuition assistance fund has jumped from three children in 1983 to 42 in 1987.

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III. Irvine, California: "Irvine Child Care Project"

History

The Irvine City Council first created an *ad hoc* child-care committee in 1979 to study child-care issues in the city. The committee submitted findings in 1982. The city later hired a consultant who continued to work on recommendations for a city child-care initiative. Recommendations included the establishment of the Office of Child Care Coordination, and by November 1984 the City Council approved a full-time salaried position of child-care coordinator. During the same year, the city contributed $20,000 as seed money for the "Irvine Child Care Project."

Goals/Structure

The goal of the project is to solicit and allocate funds to purchase portable units to place on school districts sites for nonprofit providers to operate.

The Project is overseen by the Joint Powers Authority (JPA), a quasi-public agency of the City of Irvine and the Irvine School District. A board, comprised of a school board member, school district employee, city council member, city employee, and a member at large from the community, serve to advise and govern the project.

There are three sub-committees of the Board. The Program Application Review Committee (PARC) reviews applications from providers and makes recommendations for selection. In addition, PARC monitors and assesses the quality of the programs. The seven-member committee is comprised of two city representatives, one school district employee, two providers, and two community members. Nancy Noble, child-care coordinator for the City of Irvine, orients and trains the PARC members. The Finance Committee is made up of one provider and two community members, while the Scholarship Committee, also known as Childnet, sets policy on fundraising activities and dollars set aside for short-term scholarships.

Program Design

The JPA funds portable classrooms located on school grounds, and contracts to nonprofit agencies to run the programs. Thus the JPA has allowed for use of school property without the school taking any direct management of the school-age child-care programs. The JPA buys facilities, finds nonprofit agencies to operate the programs, and evaluates the programs.

The annual lease agreement between the nonprofit agencies and JPA is based upon a satisfactory review. PARC members are trained in observation and evaluation, and use a standardized checklist to evaluate the quality of the programs.

Other municipal school-age services include the Parks and Recreation Department-operated Kids Clubs, school-age child care in the parks. The programs are funded primarily through tuition.

Financing

In 1984 the city contributed $20,000 to the project as seed money. Staff from the city and the school district are funded as in-kind contributions. The project's financial accounts with the contracted nonprofit agencies are handled by the County of Orange administrative offices. Rents are kept low to allow for maximum participation in the program. Additional support to purchase portables came from the Irvine Company, the primary developer in the area, which contributed $250,000 from 1984-1987, as well as Community Development Block Grant (CDBG) funds in the amount of $269,000.

The Irvine Children's Fund, an organization of local business people, raised $60,000 in the past year for the purchase of additional portable classrooms. In 1987, 900 children partici-

pated in a Junior Olympics at the University of California at Irvine which raised more than $40,000.

Future plans to float lease revenue bonds, which can be sold to the public, will help to raise $1.8 million to purchase eight new school-age child-care sites.

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IV. Houston, Texas: "After-School Partnership"

History

The Houston Committee for Private Sector Initiatives (PSI), a non-profit, private organization, was formed in 1982 with the purpose of encouraging broader involvement by the private sector in helping to solve local social problems. PSI chose four areas as ongoing targets--child care, employment and training, housing and neighborhood revitalization, and management assistance to local government. In March 1983, PSI launched its first pilot after-school care program at the Cunningham Elementary School. Based on Cunningham's success, three additional after school programs were initiated with start-up grants from PSI.

The 1986 Mayor's Hearing on Children and Youth focused on decreasing the number of latchkey children in the city. During the hearing, Mayor Kathryn J. Whitmire pledged to encourage the development of citywide programs for all of Houston's latchkey children in the next two years. Thus the theme for the 1987 hearing, jointly sponsored by the Office of the Mayor and PSI, became "The Unsupervised Child." At the hearing, PSI was officially charged with bringing together the public and private sectors to help solve the problem of unsupervised children.

Goals/Structure

The goals of this non-governmental approach are to design, fund, and initiate new after school programs at school sites in each of Houston Independent School Administrative Districts (HISD).

In this example, the PSI is the governing entity rather than the city. The HISD collaborates in providing space, janitorial service, utilities, and a certified teacher at each after-school site. Nonprofit agencies, including the YMCA, YWCA, Camp Fire, Gulf Coast Community Services Association, and Child Care Council of Greater Houston, provide the direct service for the programs. A representative from the Mayor's office sits on the child-care sub-committee which advises the private- and public-sector partnership.

Program Design

The After-School Partnership (ASP) began in 1987 with 14 school-based programs, operated under contract with five nonprofit community agencies. By 1988, 26 school sites were participating in the ASP program. An annual RFP is distributed to non-profit community agencies interested in running school-age child-care programs. The agencies are chosen based on ability to effectively run and administer programs, and presentation of a well-conceived proposal and realistic budget. Agencies are responsible for providing a licensed program at each assigned site, hiring staff, and managing the daily operations according to the criteria established by PSI.

The decision to expand to 12 additional sites was made in order to provide equity within the 163 elementary schools in HISD. School sites were selected based on economic need, willingness of the principal to host a program, and whether existing school-age child-care programs were serving children in or near the school.

PSI determines tuition subsidies for each site based on the economic demographics of each school. All programs provide sliding fee scales that range from a maximum of $3 per day to a minimum of 25 cents per day.

PSI monitors the quality of all contracted sites through a sub-contracted arrangement with Child Care Management Associates, a private child-care consulting and management firm. Twice a year the firm conducts a comprehensive program-evaluation, with input from parents, children, and staff. The accreditation criteria for high-quality programs, as defined

by the National Academy of Early Childhood Programs, serve as the basis for the evaluation. In addition, the firm coordinates pre- and in-service staff training opportunities, and operates a model training center, located at one of the schools, where all new staff members must spend one week during their orientation period.

Financing

Corporate partners in the ASP sponsor a particular school by providing monetary support and tuition subsidy. Some sponsors also can offer volunteer time in the programs, technical support, special projects/events and/or equipment and materials. Corporate partners include Arco Foundation/Lyondell Petroleum, Arthur Andersen & Co., Cockrell Foundation, Chevron, Conoco Inc., Meadows Foundation, Brown Foundation, Cockrell Foundation, Enron Foundation, Entex Inc., Exxon Company USA, Farish Fund, First Republic Bank, Gerald D. Hines Interests, Houston Lighting and Power Co., IBM, Price Waterhouse, Shell Oil Co., Tenneco Inc., Texas Commerce Bank, Texas Eastern Corporation, and United Savings.

HISD provides free facilities, custodial services, and utilities. In addition, it pays for a certified teacher at $15 per hour at each site to help with homework or tutorial assistance. HISD also pays participating principals a small stipend of $600 per year as an incentive for joining the Partnership.

During the 1987-1988 fiscal year, 14 programs shared a total of $185,000 that PSI raised to help subsidize parent fees. Each site received a flat subsidy of $10,000 plus $5,000 for equipment, supplies, and training. Thanks to a $100,000 grant from the Meadows Foundation of Dallas, the 1988-1989 subsidy will total $285,000. Twenty-six programs will receive flexible subsidies rather than a flat $10,000 as in the previous year, to address differing levels of need.

PSI is responsible for the overall administration of the program, but charges no administrative overhead to the ASP program.

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V. Los Angeles, California: "LA's BEST: Better Educated Students for Tomorrow"

History

Mayor Tom Bradley unveiled his plans for a multi-million dollar after-school child care program in his "state of the city" address on April 18, 1988. He called the after-school plans "my program to help free our children from drugs, shield them from gangs, and keep them from dropping out." In his background briefing, the mayor cited a 1986 United Way estimate that over 100,000 children between ages 5 and 13 attending Los Angeles Unified School District (LAUSD) schools needed, but did not have, after-school supervision. The program started with 10 school-based pilot sites serving 200 children each in the fall of 1988. Eventually, programs would operate in more than 400 elementary schools across the city.

Goals/Structure

The goal of the "LA's BEST" program is to use redevelopment funds to lay the foundation for a citywide system of school-based after-school programs. The program is funded by the Community Redevelopment Agency (CRA). The mayor's office conceptualized the program, approved the budget, and has set up an Education Council that acts as the governing body for the program. The council, comprised of 50 school, government, and community-based representatives who meet quarterly, oversees and coordinates the administration and funding of the project. In addition to mayor's office staff, Patsy Lane, the city's child-care coordinator, acts as staff to the Education Council. The LAUSD operates each of the pilot sites.

Program Design

All 10 pilot sites operate from 2-6 p.m., when school is normally in session. The after-school programs are not open during school vacations, holidays, or summers. They are generally staffed by school district non-teaching personnel, categorized as Youth Services and Recreational staff, who receive salaries of up to $10 per hour. Eight of the school sites follow the traditional school calendar, but two are year-round schools.

There is no income eligibility to participate in the program; places are given on a first-come, first-served basis, although siblings are given priority placement. As of January 1989, 2,000 children are being served, while another 2,000 remain on waiting lists.

In order to avoid competition among the community-based school-age child-care programs and to extend services in underserved neighborhoods, pilot sites are chosen in areas of the city where no existing school-age child-care programs are in operation.

An evaluation component is built into the program. Committee members charged with evaluation will look at quality indicators such as staff to child ratios, group size, curriculum, and staff qualifications.

The child-care coordinator is actively working with community-based agencies and school districts in setting up new school-based programs. In 1988, 15 programs were started. The coordinator examines surplus city property that could made available for child-care facilities. The city has developed incentives for developers who include child-care facilities in their projects.

The Recreation and Parks Department has child care in 42 of their 153 sites across the city. Twenty-eight of those sites are school-age child-care programs that serve 1,100 children. The child-care coordinator is working with that department to explore the possibility of expanding child care at additional Recreation and Parks' sites.

In December 1988, the city contributed $1.8 million for supervision of school playgrounds, allowing them to remain open until 6 p.m. Three

hundred elementary and junior school playgrounds now provide supervision; the remaining schools utilize nearby Recreation and Park playgrounds.

Financing

During the pilot period, the project is funded through the Community Redevelopment Agency. The LAUSD contributes space, utilities, and maintenance, as well as administrative staff. The Kaiser Foundation has donated $500,000 to the project. Approximately 10 percent of the child-care coordinator's time is devoted to the "LA's Best" program and other school-age child-care outreach efforts.

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VI. Baltimore, Maryland: School-Age Child Care in the City of Baltimore

History

In 1972, the Baltimore Department of Social Services' Division of Day Care began the establishment of school-age child-care centers for approximately 500 children. Funding was 25% city general funds and 75% federal Title XX funds. Several of the centers were combined with existing pre-school centers; others were for school-age care only. Until 1980, the state's policy had allowed local departments to administer child-care centers for the placement of subsidy-eligible children. When this policy changed, the centers were given to private, nonprofit organizations and became purchase-of-care centers.

By 1985, city council members were increasingly aware of the need for coordination of children's services, and began looking at the need for child care. The Commission on Children and Youth was established in 1986, and an Office of Children and Youth (OCY) was created.

Goals/Structure

The goal of Baltimore's involvement in school-age child care is to promote the expansion of affordable, high quality programs. The charge of the OCY is to identify the needs and fiscal resources for child-care development and improvement. The OCY serves as a coordinating agency, and acts as a broker in bringing together municipal departments, agencies, and advocacy groups on behalf of children and youth. The OCY staff include the director, assistant to the director, child-care coordinator, coordinator of infant programs and parenting education, youth coordinator, Kids' Line coordinator, and school-age child-care coordinator.

Program Design

The OCY conducts an annual inventory of available SACC programs by neighborhood, as well as an updated parent need survey. In 1988, public school administrators were also surveyed regarding the need for school-age child care. Recent survey results have indicated that approximately 17,000 school-age children in the city are unsupervised after school.

The school-age child-care coordinator has met with the Recreation and Parks Department, which operates nine programs, to review the delivery and quality of service for school-age child care. Technical assistance and training was provided in the areas of programming and administration.

The OCY convened a series of focus groups in July and August of 1988, bringing together providers, community agencies and parents, which helped to shape and inform the Mayor's First Annual Conference on Child Care, "Child Care Is a Caring Business." Providers shared their problems and insights on the resistance of establishing city-based programs. Parents shared their concerns about the affordability of child care and inadequate transportation to programs located cross-town. These problems are barriers to full utilization of existing programs, according to the Department of Social Services, which reports an underutilization of school-age child-care slots in Baltimore City.

The conference was held on March 11, 1989. Co-sponsored by the Baltimore City Commission for Women, Community College of Baltimore, Baltimore City Commission For Children and Youth, and the Department of Human Resources Social Services Administration, the purpose of the conference was to encourage private providers to establish child-care businesses in Baltimore City. Participants were made aware of the need for additional child-care services and were offered training in how to become a provider or vendor.

Announced at the conference was a joint policy statement from the superintendent of the Baltimore City

Schools and the mayor, which stated that as long as there is need and space in a particular neighborhood school, the OCY will identify a provider to administer that program.

Additionally, the city announced a child-care rent abatement program, designed as an incentive to encourage established nonprofit providers to expand services and potential providers to initiate services for low-income children in public school space. The OCY has developed of criteria that all providers must meet to receive the rent abatement. These include:

o licensing;

o agreement to cooperate with OCY, the State Department of Human Resources Child Care Division, and the Baltimore City Public School System;

o provide plans to form an Advisory Board consisting of parents, school personnel and staff;

o provide a plan to coordinate programs with the public school and its personnel;

o provide a plan for parent involvement and parenting education;

o agree to seek accreditation from a nationally recognized accreditation organization;

o and other administrative and programmatic requirements.

Once approved, providers receive a substantially reduced rental agreement with the city schools. For example, providers who had previously paid $7,000 per year now pay something closer to $800 for the same space.

In an attempt to renovate and reuse retired city buildings for child care use, the City Planning Office has called meetings with neighborhood associations to discuss the potential of such an effort. The school-age child-care coordinator will be contacted for consultation and technical assistance if the associations want to use the buildings for child-care purposes. In some cases, Community Development Block Grants are made available for renovation.

"The Family Development Center" is administered by the Department of Public Housing in cooperation with the Office of Economic Development, Health Department, Parks and Recreation Departments, and Urban Services. The project, aimed at moving low-income families toward self-sufficiency, is based at the Lafayette Court Housing Project. The services made available to the participating families include health services, parenting education, alcohol and drug rehabilitation and prevention, job placement, services for the elderly, and pre-school and school-age child care.

The school-age child-care center, serving up to 150 children, is run by the Parks and Recreation Department. The program utilizes the entire third floor of a public school building. The OCY has assisted the Family Development Center around issues of quality. Researchers from the Johns Hopkins Hospital will evaluate the project, which began in 1987.

"The Options Program," a workfare program administered through the Office of Economic Development, provides child care for the children of program recipients while the parents receive training at the Community College of Baltimore. The OCY consults on the training programs, field placements, and job placements.

Nine inner-city school-age child care programs, run by private agencies and initially funded as a research project through the Juvenile Justice Department, were established to study the value and impact of school-age child care. As a replication study, the researchers were to follow the children through three years of school-age child care into junior high school. Although the funding for the research was withdrawn, the programs are continuing to operate.

Financing

The Federal Dependent Care Block Grant from the Maryland

Department of Human Resources awarded the city of Baltimore $7,000, $5,000 of which supported the start-up of five school-based, school-age child-care programs sponsored by local PTA groups. Approximately 160 children are being served in these new programs. Additionally, the mayor's office received $2,000 to coordinate and fund the citywide conference held in March.

The position of school-age child-care coordinator, as part of the OCY, is funded through social services block grant monies. There are no funds for direct services.

The city's General Fund supports the programs run by the Park and Recreation Department and the training provided by the Maryland Committee for Children, a nonprofit resource and referral agency based in the Baltimore area.

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